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ABSTRACT

This book presents an analysis and critique of the historical context and forces that have shaped and still continue to influence contemporary mainstream American education. Its central argument is that the nation itself, not the schools, has entered into a decline, and that the education of youth for the sake of national economic superiority is a profoundly self-destructive mistake. The author explores the failure of schools to educate and offers as an alternative a holistic approach that has deep roots in the educational reform movements of the past two centuries. He argues that schools will become effective only when they refocus on meeting the needs of students rather than the needs of the economy or the broader society. The book examines how educational goals are actually determined and discusses how the political dialogue on education has utterly failed to take into account the implications research in this area have raised. Further, the book argues how holistic educators offer a profound philosophy that may be a genuine solution to the educational and cultural crises that are now being experienced. Contains over 175 bibliographic references and an index.

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